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SEEK Summer Bridge Program in the Hunter College (CUNY) Libraries 2016

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SEEK Summer Bridge Program in the Hunter College (CUNY) Libraries 2016

Learning outcomes

At the end of four 70-minute library sessions, students will be able to

- Generate questions based on material given in class
- Identify open-ended and researchable questions
- [Affective outcome] Measuring a change in students' attitudes about college-level research

Project goal

We are exploring what kinds of affective issues might prevent students from feeling comfortable interacting with library resources and faculty/staff. In future iterations of this project, we expect to be able to add an affective outcome to our list around this target.

NOTE: We will meet for daily post-mortems in which we will review reflections from that day and begin to prepare next session's review (e.g. M-W)

SESSION 1

Activity	Timing	Instructor cues	Materials
<p><i>Pre-test:</i> Put students in groups of 4 and assign their team names. Give their group their team folder. Students will complete a hand-out provided by instructor. One instructor will collect all of the hand-outs and post them outside of the room.</p>	00:10	<p>Introduce yourselves by name! After you've organized students into groups, here is some information about their pre-test.</p> <p>Before students begin, remind them that there is no right or wrong answer – this isn't a test. This is just an ice-breaker so that we can get to know each other. Remember what we started with: there's no right or wrong answer.</p> <p>Students complete a word-bubble with 6 words that describe your feelings about college research.</p> <p>On the back, there are some questions for them to respond to about their past experiences with libraries and research, including their NAMES and GROUP NAMES.</p>	<p>Box of supplies prepared for each session. Create Team folders in advance. Zines and hand-outs in box, as well. Pre-test hand-out will ask for students' names and a few demographic questions. Students will also be given the start of a comic panel and will be asked to complete their own 6-word word-bubble responding to "How do you feel about doing college research?"</p> <p>When we dismantle the galleries, try to put the right teams together again. Supplies to hang up comics (tape)</p>
<p><i>Exercise 1: What do you expect?</i> Each group gets a large sticky to write their ideas/expectations.</p>	00:05	<p>Prompt: When you saw that you had a library class on your schedule, what did you expect/what did you think would happen here?</p> <p>After 5 minutes, we put all of the stickies up for the class to review, with instructor-led class discussion.</p>	Large sticky
<p><i>Look at pre-test comic panels</i></p>	00:05	<p>[instructor who hangs up the word bubbles should be taking mental notes as to themes, etc. to prompt discussion]</p> <p>As students look at each other's word bubbles, where possible make comparisons and find common threads among the students' work. Ask questions like, "In this</p>	

		comic, it looks like the student is feeling [anxious]. Is there anyone else who feels like this?"	
<i>Look at Expectation stickies</i>	00:10	Similar to looking at the word bubbles, have a brief class discussion around students' expectations, addressing what we will/will not be doing <i>in these 4 sessions</i> , what they can expect in classes like ENGL 120, and other ways they might address their expectations.	
<i>Brief introduction to the workshop material</i>	00:05	Transition from students' expectations. Instructors explain that we'll be meeting for 4 sessions over the next two weeks to talk about asking questions. We believe that question-asking is a skill that students already have, but that with some practice and fine-tuning, good question-asking skills will ease their transition to college-level work. We will be using comic books to help build familiarity with beginning the research process.	** Stress this part in the training session **
<i>Discuss the rules, as per QFT</i> In full-class discussion, go rule by rule asking what might be challenging in following each of the rules -- and what might be easy.	00:05- 00:10	Guide the students enough that we know that they've thought about each rule. Try not to be too directive. Let the students determine for themselves. Each section might be different.	Rule sheet (put in a word doc and project on the screen)

<p><i>Exercise 2: Brainstorming questions</i></p> <p>Each group will select a single comic panel (choices provided), and the groups will be instructed to ask as many questions as they can about their panel. They should take turns, making sure that every group member has a chance to speak, and alternating the “scribe” position.</p>	00:15	<p>Remind students that questions can be big, small, simple or complex, but try not to give them actual sample questions. If there is something that the student knows as a fact, s/he should rephrase as a question (just like <u>Jeopardy</u>). These can be questions that may or may not be possible to answer.</p> <p>In total, we’d like to provide about 15 minutes of question-asking time with the students alternating among who is asking the question, and who is recording the questions. Each student will ask one question, before passing the mic to the next student, so that the each student will be asking questions throughout the exercise.</p> <p>Give a 5 minute warning when time is almost up.</p>	<p>10 panel selections will be provided. We will have 1 copy of each panel in each class. Each will be accompanied by a blank sheet for questions.</p> <p>There will be one folder per group with team names already assigned. At the end of the session, collect their panels, questions and booklets all in their folders.</p>
<p>End of class reflection: <i>Now that you’ve written all these questions, what do you think we are going to do next?</i></p>	00:05	<p>Students will write reflections in their ‘zine, under Day 1. You will collect the zines, along with all other materials, in the appropriate folder for their team.</p>	<p>Put reflection into the zine</p>

SESSION TWO

<p><i>Recap from last session:</i> Before you return students folders, group discussion: What is the point of all this?</p>	00:10	<p>Start session 2 with a review of the student reflections from the prior session. Make some connections with their questions. [reflection on session 1] Discuss how and why asking questions is important to the research process -- both for college research papers and for research on the job/for their personal life. While this is often a step that we skip, it is valuable to take the time to ask yourself some questions before you start -- and to think about research as a process to get answers for your questions.</p>	<p>For training session: discussion of how these re-caps will likely change, based on student responses to reflection and our overall feel for issues in the class. In our session 1 post-mortem and session 2 prep, we will put the finishing touches on the recaps.</p>
<p><i>Discussion: Question-asking process</i> Get students back in their groups and give their folders back to them. They should determine the following:</p> <ul style="list-style-type: none"> • Total number of questions that they came up with • First question • Last question 	00:05	<p>First students make these evaluations in their small groups. Then they come together for class discussion.</p> <p>Class discussion: Show the panels on the board and write down each group's total, first and last.</p>	<p>We will provide digital images for this.</p>
<p><i>Exercise 3: Improving your questions</i> After large group discussion, each small group labels each of their questions as either O or C (for Open or Closed). Students should make one of their open questions closed, and one closed question open.</p>	00:25	<p>Instructors lead group discussion about open and closed-ended questions. Ask students if they know what each one is, ask students to show an example of each from their lists.</p> <p>Follow-up group discussion as needed. Discuss strengths and weaknesses of each question type (o & c)</p>	
<p><i>Exercise 4: Prioritizing your questions</i> Students interpret the priority as a small group. They decide as a group which ones are the priority questions.</p>	00:25	<p>We set the priority: Select the 3 questions that will best help you understand what's happening in this panel. As you're working with students on this, do <u>not</u> model or suggest priority questions. If you feel the need to help students, remind the whole class of the priority.</p>	
<p>End of class reflection</p>	00:10	<p>Again, responses written in their 'zines.</p>	<p>Collect folders (including zines)</p>

How do you think that these activities will apply to your work in college?			
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SESSION THREE

<i>Recap sessions 1 & 2</i>	00:10	Review the process from sessions 1 & 2. Discuss students' reflections. Take a minute to review your group's priority questions from last week. You'll need them for our first activity.	For training session: discussion of how these re-caps will likely change, based on student responses to reflection and our overall feel for issues in the class. In our session 1 post-mortem and session 2 prep, we will put the finishing touches on the recaps.
<i>Exercise 5: Reading for answers</i> Each <u>student</u> is given the full page that relates to his/her original panel. They are asked to read their panel with their three priority questions in mind (from the last exercise). Students should take notes on whether their questions are answered (and what the answer is), can be partially answered, or can't be answered at all.	Read: 00:10 Talk: 00:20	REASSURE: Both before and after the reading, remind students that we don't always find what we're looking for when we read. We can't always answer our questions with the first source that we use. If a student completes the reading/answering before the time is up, s/he can read through a second time, using different questions. Class discussion (as a think/group/share): <ul style="list-style-type: none"> - What kinds of questions could be answered? - Could you partially answer any of your questions? - What kinds of questions could not be answered? Any idea why? - How do you use a reading to help answer questions? 	One full page/student, dependent on what panel they used for first exercise Make a document for the discussion prompts.

<p><i>Exercise 6: Brainstorming questions: redux</i> Back to Rules for Asking Questions This is once again a group exercise</p>	00:15	<p>This is a repeat of the initial question asking process, but instead of asking questions about the single panel, the students will be asking questions about the entire page. Having extra content and context might make this process easier, or it might be more difficult because there could be too much to work with. Quick reminder of the question-asking rules when you put them on the board.</p>	<p>Each group will be using the full page that contains their panel. Put the question-asking rules on the board again.</p>
<p>End of class reflection (has 2 parts) (1) Each student selects one open-ended question from their group's full-page list. (2) Choose one of your group's questions that invites exploration beyond the comic book. Each student makes an individual selection. You do not need to agree on this one.</p>	00:10	<p>For open-ended questions, there is definitely grey area. Again, don't suggest or model, but remind students that they can embrace the grey. Remember earlier work with students on prioritizing (session 2) and do not model or suggest how they prioritize. Instead (if necessary) remind them of what the priority is, but let them do the selecting.</p>	

SESSION FOUR

<p><i>Recap sessions 1-3</i></p>	<p>00:10</p>	<p>Think about: making the connection between students' priority questions and the questions of Lysa Rivera (author of journal article)</p>	<p>For training session: discussion of how these re-caps will likely change, based on student responses to reflection and our overall feel for issues in the class. In our session 1 post-mortem and session 2 prep, we will put the finishing touches on the recaps.</p>
<p><i>Exercise 7: Connect to "real-world" academic research</i> Students no longer need to work in groups for this exercise. Each student will be given a copy of the article</p>	<p>Read and question: 00:20</p> <p>Discuss: 00:15</p>	<p>Students should read the article, taking note of any word or term that they don't understand. They should also ask questions about anything that they would like to learn more about. They will then discuss in their groups (below).</p> <p>Priority: You have to write a 5-page paper, and this is the first article that you've read. Select 1-3 questions that meet this priority.</p> <p>Do a think/group/share. In the full-class share, select a few students to post their questions on the board (or read them out, if you think that they're comfortable), then ask for a show of hands of others who have similar questions.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> ● Make connections between their questions. ● Ask students to discuss how their question meets the priority criteria. ● Ask if the question-asking process was easier with the comics or with the written article. 	<p>Article is an excerpt from: Rivera, Lysa. "Appropriate (d) Cyborgs: Diasporic Identities in Dwayne McDuffie's Deathlok Comic Book Series." MELUS. 32.3 (2007): 103-127.</p>

<p><i>Making comics of your own</i> Pass out their pre-tests from the first day of class, along with the new hand-out (and a packet of comic-making supplies). Students should create a new comic panel (new handout) about how they feel about college research. There is no word limit this time.</p>	00:10	<p>Give students time to reflect on their original work and make their new work. At the end, collect both old and new panels.</p> <p>NOTE: There are questions on the back that students also need to complete.</p>	<p>Return pre-test handouts Post-test handout Comic-making supplies Word-bubble stickies</p>
<p><i>Advice for new students</i> Take one of our word-bubble stickers and add your advice to the posters on the wall</p>	00:05		<p>Posters Word-bubble stickies</p>
Treats!			